The Training School

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The New Jersey Training School

Vineland, N. J.

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Prevention Means Scientific Study

E. R. JOHNSTONE

For many years in all of our institutions we have been endeavoring to carry out some investigative work with the idea of being able to suggest methods of prevention. Even superficial investigations show that there is a close relationship between those designated as feeble-minded insane, epileptic, paupers, blind, deaf, consumptive, petty criminals, etc., etc., but accurate knowledge is necessary.

With this thought in mind, the study of family history was begun. Individual families have been studied by Dugdale of New York, Murdoch of Pennsylvania, Bicknell and Butler of Indiana, and several others, but no careful study of all of the questionable families represented in one state, or even in one institution has been made. We have begun the latter, and are slowly collecting data.

The system of records now in force in the office of the Commissioner of Charities of our State will ascertain much of these data for all of the wards of the State, and the careful study of that now on hand must give at least very suggestive leads.

The first move, therefore, is as complete a family history as possible of all of the wards of the State. We shall undoubtedly find a close relationship of neurotic disturbances, and shall probably see that a great deal of the dependency and crime of the State is from but few family trees.

This preventive work will probably lead to the advocating that all deficient members of such families, in so far as possible, be given permanent custody, if indeed it is not considered advisable to recommend asexualizing the worst incurable cases.

It will also probably seem wise and necessary to register all paupers, criminals, and mental defectives in the office of the Commissioner of Charities, and probably to ask that mental defectives, as well as criminals, shall be committed to institutions, not merely admitted.

The tests with which we have

been experimenting in our laboratory are such that, at very small cost, every physician and every school principal can have enough of them to locate all cases of mental deficiency in their districts. We are constantly adding to, or simplifying these tests, and would gladly give any information as to them and their use.

Agitation along these lines has caused medical colleges and normal schools to consider a broadening of their courses so that their graduates may learn to correctly diagnose cases of mental deficiency.

Medical inspection and the establishment of special classes are both profound factors toward prevention, but suitable legislation should be given to encourage such classes, for our studies thus far *seem* to indicate that there are many children becoming *defective* whose present *deficiency* might be corrected or made up under proper treatment and training. Mere deficiency is not necessarily transmissible, but much defectiveness is. Medical inspection, where largely practised, has shown a surprisingly large number of cases of backwardness and deficiency that with proper treatment could have been prevented.

Our studies are, of course, only beginning. The work has been going on but five or six years, and only the last two has there been any special organization. Other institutions thruout the country are assisting. We now have certain facts concerning eight or ten thousand feeble-minded persons. Because the work has just started, we can hardly speak of more than the direction in which it is leading, but I believe we shall soon have valuable facts that will enable us to speak authoritatively.

A committee on dependency, defectiveness and delinquency has been appointed from the members of the advisory Board of the Commissioner of Charities, and acting with him this may easily become a permanent body of experts, working along lines approved and thorolly understood by those best qualified to know and bring to bear the knowledge and experience the State is now paying for. The results will all be centered in a State Office. The value of this committee can be greatly increased at small additional cost by the employment of a few more clerks and perhaps a field officer. Every institution man or woman will be glad to give the sort of testimony that will aid such work. The highest aims of charity and correction would be at least in the line of possibility.

Perhaps the State is not yet ready to go into this on a large scale. Possibly it must have a private initiative, at least until it is well started.

We have planned for ourselves as rapidly as we can do it (and much is under way altho only beginning).

1. A careful life record of all in our care, made up of observation and experimental data, psychological, physiological, and educational. (This is well started.)

2. Complete autopsies with minute study of the brain, nervous system, etc., etc., when we are able to get permission for such. (This should be allowed, if not required, for all wards of the State in every institution.) (This is started in a very few cases.)

3. Careful and continued study of the chemistry of the body, showing the effects of different kinds of food, exercise, etc., etc. (A very small start is made in this.)

4. Careful and repeated anthropometric measurements. (A great deal has been done under this head.)

5. Field work in the study of family history, the accumulation of data on degeneracy, and the rela-

tionship of feeble-mindedness to crime, poverty, prostitution, etc, etc. (This is only beginning.)

6. We are giving publicity in our monthly paper to our findings, and the best work done elsewhere when it is available. (This has been going on since 1904.)

7. We are conducting a summer school for the instruction and training of public school teachers intended to better fit them to understand child life, and especially backward and deficient children. (The seventh session is about to begin—we have graduated sixty students.)

It is a big problem, very big for one institution, but I believe it can be successfully carried out.

If the State will start this in its institutions, where those most vitally interested and who best understand its needs, can direct and contribute to its efforts along these lines, much more may be accomplished. Inefficient, unscientific work is waste; hearsay and supposition are worse than useless. We need facts and careful deductions drawn from these facts, and only trained men can do this.

The work touches public school education. Many of their problems can be successfully worked out only by utilizing data available in such institutions as this. Already we have made contributions to the methods of teaching the normal child, and we are rapidly learning that many children who are now becoming criminals, would, under proper handling, become self-supporting and self-directing citizens.

Catching up with Athens

Greece put more emphasis on playgrounds than on schools —modern civilization reverses the process and lags behind Grecian culture and learning.

GEORGE E. JOHNSON

Supt. Pittsburgh Playground Ass'n. (Exclusive Service "The Survey" Press Bureau.)

Once upon a time the citizens of a certain city were greatly interested in the nurture and training of children. When the question arose as to whether they should build a great public school or open a playground it was decided to open a playground. Now, in the course of years, it came to pass that the citizens of that city advanced so far beyond the rest of the human race that in all the centuries since, even to this day, the nations that have gone on building public schools and neglecting to open playgrounds have not been able to catch up with them.

This is fact, not fancy. At seven years of age the Athenian lad entered the palaestra, which was essentially a playground. All the first and better half of the day was spent in gymnastics ,dancing, games and play. In the afternoon there were singing, some writing (the beginners wrote in the sand box or in sand strewn upon the ground), some reading, all in the open air, and then came a long period of play again.

Such was the schooling of the Greek lad up to the age of ten or eleven, and it did not differ essentially up to sixteen except in the severity of the exercise. Yet the world has not ceased to marvel at the results of Greek education. It

produced the highest type of man physically and intellectually, that the world has ever seen—a type which Galton says was as far in advance of the modern Englishman as the modern Englishman is in advance of the native African. In physical beauty, courage and patriotism, in philosophy, literature, architecture and art, the Greeks have been the unsurpassed models of the ages, and remain the inspiration of our schools today. But they placed the emphasis upon hygiene, exercise, games and play, which we neglect, if we do not ignore. They cared for the strong and sometimes left the weak to perish; we care tenderly for the weak and often leave the strong to perish.

This is fact, not fancy. In the state where I had the privilege of acquiring most of my experience in educational work, to obtain the best educational advantages a child must be blind, deaf, feeble-minded, incorrigible or a truant. Then he is given exercise, playgrounds, gymnasiums, baths, fresh air in abundance, gardens and play shops. The great majority of normal children get along the best they can without them. Now in several cities we have open-air schools for children with a tendency to tuberculosis, so consumption seems to be another of the list of ills, one of which a child must have in order to enjoy the best educational advantages. I am not disapproving of this care for the weak—I believe in it with all my heart. But this we should have done, and not left the other undone. Thousands and thousands of children in the regular schools of Pittsburgh have no place to play, no recess, no really fresh air to breathe, little sunshine and less genuine, life-giving exercise.

We have reversed the order of importance in education as it was observed by the Greeks. Greek education was essentially a playground education and the education most nearly approaching it today is that supplied by the playgrounds of America. To that classic demonstration of the educational value of the playground has been added in our day an avalanche of testimony from biology, physiology, anthropology, psychology, and sociology. Of the $10,000,000 playgrounds of Chicago, President Roosevelt says: "They are the greatest civic achievement the world has ever seen."

We need to confess to ourselves that we do not take good care of our children. In this care, in the very nature of the case, the playground has a prominent part. The playground is not a new experiment We have the classic playground along with classic literature, architecture and art.

Just as we have awakened to the fact that the school provides but a small fraction of a childs education: that environment, which includes everything that comes into the child's experience, is teaching him every waking moment of the day (perhaps every sleeping hour of the night, if we agree with Dr. Worcester), so we have come to understand that the activities of the school provide but a small fraction of the exercise necessary for the health of a child in this larger meaning. In the long process of the race have been tried and found good, have been refined and passed on, every organ and instinct with which a normal child is born; and some yet higher function, some yet nobler conduct, shall spring from their roots. Not in the school but on the playground can these deep instincts of workmanship: imitation, rivalry, co-operation, find their true and genetic expression and build more stately mansions in the soul.

Alfalfa

By DR. EDWARD B. VOORHEES

Director New Jersey Agricultural Experiment Stations.

The growing of alfalfa in the East is now receiving more attention by Experiment Stations and agricultural writers than almost any other question, and it is natural to inquire why should so much attention be given to this subject? Twenty years ago very little was heard of the plant in this country, outside of the States of California, Utah and Colorado. In the meantime, however, it has been gradually working eastward until now in many of the Central Western States as, for example, Kansas and Nebraska, large areas are grown, while further East, and on the Atlantic Seaboard, more or less is being grown, though still largely in an experimental way.

The reasons why such an interest is being taken, are found in the characteristics and habits of the plant itself. Alfalfa possesses several characteristics which make it, on the whole, superior as a forage plant to any other now grown. It is a perennial plant, which, when a good stand is secured, will remain productive for from five to ten years; it will yield, under average conditions, at least three crops per year, and it furnishes a crop suitable for green forage or for hay, which is extremely palatable to all classes of farm stock. Its chemical composition is such as to make it compare favorably as a source of protein with wheat bran; thus its growth and use reduces the farmer's feed bill. In common with other legumes, it is able to gather its nitrogenous food from the air, thus it is an "improving" rather than an "exhausting" crop.

On the other hand, its habits of growth are such that more attention is required in its seeding and subsequent treatment than is necessary with other crops of the same group. It is not so suitable as a rotation crop as the various varieties of clover, and in its early stages of growth it cannot compete as readily with weeds or unfavorable conditions as many of the better known forage plants.

In a general way, soils naturally suitable for the growth of clover or corn will grow alfalfa successfully, although actually many deficiencies exist, which have to be supplied before conditions are made satisfactory. In our Eastern States, it has been found necessary, in order to grow alfalfa, to prepare the land purposely for the seeding, and make it as fine as one would prepare a garden, and not to grow with it a nurse crop and in all cases to apply lime, in order to insure against any acidity in the soil, as well as to supply this food element, since alfalfa belongs to the class of lime-loving plants. The land should be well fertilized with phosphates and potash, and manured too, if it is lacking in humus (though manures are liable to introduce weed seeds) and inoculated preferably with soil from an old alfalfa field, at the rate of 200 to 300 lbs. per acre. The fertilizer and inoculated soil to be well mixed with the surface soil.

The seeding should preferably be made in late summer, usually the latter part of August, after the danger of injury from summer weeds

is past, and early enough to permit it to make a substantial growth before winter. Seed should be carefully selected, in order to insure a quick, strong germination, as well as to guard against dodder, which is one of the most common adulterants and which is a serious pest; from 25 to 30 lbs. of seed should be used per acre, preferably broadcasted both ways, lightly covered and rolled.

The cutting should also be carefully done; the first cut, after seeding in August, will usually be ready the last week in May, at which time about one-third of the plants are usually in blossom. In wet seasons the plants do not blossom freely, hence a better guide as to when to cut is when buds are forming at the base of the main stems. This rule should also be rigidly adhered to in subsequent crops, because if the crop is allowed to mature, the vitality of the plant is reduced and the next crop is liable to be injured. This applies to the crop whether it is a large or a small one. The last cut should not be made so late as to prevent, under ordinarly good conditions, the plants reaching a size of 8 to 10 inches before winter. The first cut usually comes at a time of year when hay-making weather is not ordinarily good, and, in order to insure its safety, it should be cut either in the afternoon or early in the morning of a bright day, followed almost immediately with a tedder, and raked into windrows the same day. The next day, shake up to permit the escape of moisture into the air, then put into small cocks and allow to stand one or two days, in order that the curing may go on in the cock, thus preventing losses of the leaves, which would occur if exposed too long to the sun in the thin layers of the swath. When cured in this way, it makes a food which has no superior, more especially for dairy cows and fattening animals. When all conditions are favorable and a good stand is secured, the annual yield will range from 2 to 6 tons of hay per acre, with probably an average of 4 tons. The crop will improve up to the third or fourth year, when it will gradually decrease in yield.

Experiments that have been conducted in the State of New Jersey, show that it can be successfully grown in every county of the State, and that where once established no other crop has proved to be as profitable for the dairyman. There are now farmers in the State having areas ranging from one acre up to nearly 50 acres. Another very important advantage of this crop is that notwithstanding it will yield profitable crops for several years, the land is made better for other crops rather than impoverished, and corn grown after alfalfa will yield much better than the same land well fertilized and manured. It is a money-maker, and is well worthy the expense, care and attention required to secure a good stand. The failures that have been reported have been due in practically all cases to a lack of observation of one or more of the essential conditions required in order to obtain a stand; either the land has not been well fertilized, or it has been illy prepared, or the land has been wet, or has not been limed or inoculated. The inoculation is a point of especial importance, and it is urged that those who contemplate the growing of alfalfa should, before seeding, secure from some well established alfalfa field, from 200 to 300 lbs. of soil, which should be spread broadcast over an acre, preferably in the evening and harrowed in. If farmers were as familiar with the growing of alfalfa, and could grow it as readily as they can now grow clover (and it is possible to do so), and would grow as

large areas, it would add hundreds of thousands of dollars to the total value of the farm crops of the State, while at the same time increasing the fertility of soils to the extent of many additional thousands of dollars.

Review and Comment

The most important contribution to the literature of mental defectives, that has appeared for many years is the Report of the Royal Commission in England. This Commission consisting of eleven men and one woman was appointed by King Edward in 1904 "to consider the existing methods of dealing with idiots and epileptics, and with imbecile, feeble-minded or defective persons."

This Commission has had a remarkable opportunity to study the problem and apparently it has made good use of the four years that it has devoted to it. It had full power to summon witnesses, visit institutions and carry on investigations. They have utilized all of these methods and have presented their findings in eight large "blue books" of which the eighth alone contains 512 pages. Five of these volumes contain the evidence relating to conditions in England, Scotland, Wales, Ireland and the United States; one contains the Reports of Medical Investigations, one Appendices and the last or eighth volume contains the recommendations of the Commission.

One of the most interesting chapters is that which discusses the cause of mental defect. The Commission did not consider an exhaustive investigation into this subject within its province but it took much testimony from which it appears that the great weight of authority in England is on the side of heredity as against environment. We had thought this point beyond question. It is the only view in accordance with the prevailing biological views and, besides that, it is practically certain that from sixty to eighty per cent. of all defectives have defective ancestry. There are of course a few cases of defect due to accidental injury to the brain. But these are comparatively rare and do not affect the main question.

Professor T. Clifford Allbutt says: "I regard feeble mindedness (if not accidental) as always hereditary. * * * "

Dr. Bevan Lewis says, "I look upon feeble mindedness as a germinal variation just as all variations are."

Dr. Tredgold states that over 80 per cent. of mental defectives are connected with neuropathic inheritance. He has never seen a normal child born of two feeble minded persons.

Twenty-five physicians among the most prominent in England and all dealing with large numbers of mental defectives, express similar opinions.

It must then be stated that the accepted opinion, among those of largest experience is that feeble-mindedness is in the first instance a spontaneous variation, like a sixth finger or any other "sport" and as

such is likely to be transmitted.

The Commissioners sum up their conclusions on this point as follows:

(1). "That both on the grounds of fact and of theory there is the highest degree of probability that feeble mindedness is usually spontaneous in origin—that is, not due to influences acting on the parent—and tends strongly to be inherited.

(2). "That especially in view of the evidence concerning fertility, the prevention of mentally defective persons from becoming parents would tend largely to diminish the number of such persons in the population."

(3). "That the evidence for these conclusions strongly supports measures, which on other grounds are of pressing importance, for placing mentally defective persons men and women, who are living at large and uncontrolled, in institutions where they will be employed and detained; and in this and other ways, kept under effectual supervision so long as may be necessary."

The "evidence concering fertility" referred to is to the effect that mental defectives are about twice as fertile as normal individuals Sixteen feeble-minded women in one work house together produced one hundred and sixteen children!

The Commission concludes that the people would rightly condemn surgical or other artificial interference to prevent hereditary transmission of mental defect. Of twenty-one witnesses who mentioned the subject only three expressed opinions in favor of the practicability of such a course.

As to preventing the marriage of defectives it is equally conservative and thinks it would be unwise to modify the existing law.

As to the member of mental defectives, its returns are rather startling. It has been generally held that two to every thousand of the population was a conservative estimate. The Commission finds in Scotland 2.6 per thousand; in England 4.6, and in Ireland 5.7. If these figures are reliable they furnish much food for thought and suggest many things in sociology.

The practical side of the work of the Commission is embodied in ninety-six recommendations for England and Wales, forty-three for Scotland and seventy-four for Ireland.

H. H. G.

* * *

N. E. A. AND N. C. C.

The student of defectives will find valuable aid in Chapters 12-15 of the "Guide to the Study of Charities and Correction" compiled by Alexander Johnson. Here much valuable matter that would otherwise be either lost or found with great labor, is carefully indexed, digested and abstracted, so that the student can tell at a glance what articles he needs to read in full and where to find them. It may be added that the same is true of all the other subjects included under the title of Charities and Correction Indeed, the Guide is one of the most valuable books of the year to all interested in these subjects. The matter covered by the Guide is the Proceedings of the National Conference of Charities and Correction. Of this the compiler says: "The special value of the proceedings is that the personal equation of a large number of earnest people is brought to bear upon him. The papers are rarely academic in tone. They are written mostly by practical men and women and state principles and methods in the light of results."

The Proceedings of the National Conference for 1908 has three papers relating particularly to the practical problems involved in es-

tablishing institutions for feeble-minded children, and reasons for their having permanent custodial care.

* * *

The proceedings of the National Education Association for 1908 contains several important addresses and reports. While the report of the English Commission is the most important of its kind relating to mental defectives, the Report of the Committee on Provision for Exceptional Children is the most important contribution presented on this class. This Committee visited many institutions and special classes, and invited the co-operation of all who might be of assistance. The report considers as "exceptional" those children to whom the "ordinary educational instrumentalities" do not appeal, and includes the physically exceptional, the intellectually exceptional, and the morally exceptional.

They recognize that the problem is to decide what changes must be made in our procedure so that the exceptional children may be able to render to society as great a social service as possible.

They conclude, first, that a stronger appeal must be made to the motor side of the child, and therefore the course of study must be readjusted. Second, The pupils must be properly and frequently classified. They ask for a plan that will permit ready and easy ascent from a lower to a higher class.

For the abnormals three usable suggestions are offered:

1. The Special Help Period.
2. The Special Class.
3. The Parental School.

The Special Class includes five types:

a. The Ungraded Class for misfit children of normal powers and disposition.

b. The Disciplinary Class for truant and refractory pupils.

c. The Special Class for children of defective mentality.

d. The Class for the Deaf.

e. The Class for the Blind.

The Appendix to this report is valuable, giving a suggestive list of books and articles on this subject, several reports from special schools, and blank forms for examinations and records.

The Department of Special Education of the N. E. A., emphasized more than ever before the necessity of careful, scientific study of subnormal children, and pointed out how such a study would not only add to our scientific knowledge but would be of special benefit to the normal child.

Superintendent Johnstone showed the positive value and increased powers found in an atmosphere of happiness and encouragement. Earl Barnes pointed out the need of classification and the evils resulting from neglect thereof, and the great necessity of co-operation between public schools, special institutions, and scientists in order to get the greatest good. Alexander Johnson emphasized the need of the Case method in dealing with "Special Children". "Your business is to forget everything but *that* boy, all your mechanism, every one of your preconceived schemes and plans, just as tho you were alone in creation with that individual boy. You must study the boy, and ask yourself "What ought to be done with this one boy; what is the best possible thing to be done with and for and to and by him?" This is the Case method.

Miss Elizabeth Farrell outlined many of the problems facing the Special Class work, and showed their solution. This, and the paper by Dr. Smart are particularly valuable where "Special Class" work is contemplated. J.

What is Permanent Custodial Care

So often one thinks of prisons, repression, punishments, etc., in connection with keeping one permanently away from the world. Our ideas, however, are not that. I quote the words of Alexander Johnson ten years ago when President of the National Conference of Charities and Correction? He says:

"I believe that toward this vast dependent multitude, a fatherly or motherly care is the best attitude of the State. Their lives should be guarded and guided; their work and play, their food and clothes, their business and their leisure should be chosen for them. They should be protected, guided, directed. The State should say to each of them—'My child, your life has been one succession of failures. You cannot feed and clothe yourself honestly. You cannot control your appetites and passions. Left to yourself, you are not only useless but mischievous. I have tried punishing, curing, reforming, as the case might be, and I have failed. You are incurable, a degenerate, a being unfit for membership in social life. Henceforth, I shall care for you. I will feed you and clothe you, and give you a reasonably comfortable life. In return, you will do the work I set for you You will abstain from interfering with your neighbors. One other thing you will abstain from—you will no longer procreate your kind. If you are an incorrigible thief, here in this factory you shall work; if you are an idiot or imbecile, here is the "Village of the Simple", a happy and useful place for you; if you are an epileptic, a chronic insane person, a semi-weakminded mother of numerous illegitimate children, a hereditary pauper, whatever your special form of dependency is, if it be final, incurable, permanent, here is a Place, a Home, a Labor House, an Asylum for you. Here you shall live, and if you are physically strong, and have some intelligence , you shall earn your own living and perhaps something toward the maintenance of your weaker brothers and sisters. But you shall go out no more until such time as your Heavenly Father takes you to a still more permanent home, for which also I will try, as well as I may, to prepare you."

Our institutions are really conducted in a manner to express this. We are trying to give our wards medical attention for their illnesses, food and clothing for their greatest comfort, work suited to their capacity, education such as they can use, entertainments such as they may enjoy, and play to their heart's content. We comfort them in their sadness, encourage them in their weakness, and try to so arrange their lives that they may never know the disappointment of failure. They have such training and discipline as shall lead them to right habits of living, presented to them in such a loving and kindly manner as to draw out their best and create in them a desire to be good and do well.

The Speech of the Feeble-Minded

By G. HUDSON MAKUEN, M. D., Philadelphia, Pa.

Mindedness is of varying degrees ranging all the way from that of the lowest grade idiot to that of the highest grade philosopher. If a line could be drawn midway between these two extremes it would mark the average degree of mindedness and all those below the line might be regarded as feeble-minded and all those above as strong or normal minded. Likewise we may say that speech varies in degrees of excellence all the way from the most unintelligible jargon to the most refined and cultivated type, and if a line were drawn midway between these two extremes it would indicate those of average speech and all below the line might be regarded as having defective, and all above, normal speech.

These two classifications are more or less arbitrary, of course because feeblemindedness and defective speech are both relative or comparative conditions, but they serve to illustrate the point I would make *viz.*, that defective speech does not necessarily denote a feeble mind nor is feeble-mindedness always a concommitant of defective speech. In other words many persons below the average in the first classification would exchange places with some above it in the second and many persons above the average in the first classification would have to exchange places with some below it in the second.

All this is true because the cerebral zone for language is not wholly within the intellectual zone, but much of it is only adjacent and closely related to it. Moreover, the development of speech depends more upon the integrity of certain important faculties of the mind than it does upon the integrity of the mind itself. The two faculties of the mind essential to the development of normal speech are imitation and memory. It is through the imitative faculty that the child gets his first impression of speech. For the effective exercise of the imitative faculty, accurate hearing for words is always necessary and this particular kind of hearing is supposed to have a separate cerebral center (the auditory word center) in which words are not only heard but registered as word memories. Word deafness is the one great barrier to normal speech and this condition is by no means confined to the feeble-minded, but is often found in those otherwise mentally sound.

True it is that partial word deafness, or as we may say hardness of hearing for words in children, and its accompanying disorders of speech, generally interfere with mental development to such an extent as to make it quite impossible to distinguish off hand between those actually feebleminded and those only apparently so afflicted. This is a fact of great importance in dealing with mental and speech defectives. The question always arises; is the patient feeble-minded because of some obscure organic developmental defects of the brain and nervous system, or is he feeble-minded because of functional de-

fects of these organs, due to a lack of facility in the natural expression of ideas and thoughts which are the products of the brain?

This question cannot be settled in many instances without a preliminary attempt to develop the mind through the medium of speech training.

An illustrative case in point is that of a boy 19 years of age who came under my observation some years ago. He was supposed by his physicians and friends to be imbecilic and indeed he was for all practical purposes. He had the manner and appearance of a low grade imbecile. His mind was wholly undeveloped and his speech was quite unintelligible. His tongue was thick and it was closely bound down to the floor of the mouth. As an organ of speech it was entirely useless in this condition and it was decided to free it from its bondage by snipping the anterior fibres of the genio-hyoglossus muscle. An incision was made along the floor of the mouth for about an inch and a half in the antero-posterior direction and thus a good movable tip was given to the tongue. Following the operation a thorough course in speech training was instituted and the patient has ever since been a practical man of affairs, succeeding in business far beyond the average of his class.

This boy was feeble in mind because his speech was defective. He could not express his thoughts and, therefore, he lacked the chief incentive for the development of thoughts. His mind was feeble from want of exercise and not because of any organic defect of the brain. Many children go through life mentally undeveloped because they happen to be crippled in their speech. A little help in the way of special training at the proper time supplies the one essential to normal development and serves to remove these patients from the feeble-mindd class.

You wish to give some money to the N. J. Training School

Our Board of Directors will grant Annuity Certificate, in legal form, whereby any one who proposes to leave money to our School may if they so desire, receive interest on such money while they live.

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It faces the ocean along more than a mile of Boardwalk and Holland Dyke. Its perfect surf-bathing beach, fine elevation noble buildings, paved walks and grand avenues; splendid views and unrivalled development, makes it the most desirable place on the coast for residence or investment. Wildwood is celebrated for its success and the good fortune of its patrons; its founders are giving to Wildwood Crest the benefit of the experience gained in making Wildwood. It is the coming real City-Beautiful looking down on the ocean: this is not mere assertion; it invites investigation and challenges comparison with any form of investment for rapid increase in value anywhere. This is the time to invest there and you ought to know about it.

Title Insured and Front Protected by Holland Dyke, Built of Rock at cost of the Founders

Write for Free Information to

BAKER BROTHERS

Founders of Wildwood and Wildwood Crest

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is made especially for Public Institutions who are willing to pay a fair price for a first class article. It is sold on a guarantee that it will kill all insects that usually annoy these Institutions. It will not stain nor corrode fabric, furniture or metal. As an insecticide for the head there is nothing better; one application will free the head of all vermin and leave a healthy scalp. It is one of the best Germicides on the market. We furnish without cost, one of our compressed air sprays with each order for five gallons or more, and extend credit to all Public Institutions to suit their convenience. The best Institutions throughout the United States have been using RED STAR for years.

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THE CORKINS CHEMICAL CO., Cincinnati, Ohio